



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

December 17, 2013

Alberto M. Carvalho
School Board of Miami-Dade County
1450 NE Second Avenue, Suite 912
Miami, FL 33132

Dear Superintendent Carvalho:

I am writing in response to Miami-Dade Public Schools (M-DCPS)'s Race to the Top - District amendment request. Through December 17, 2013, M-DCPS submitted documentation to and held conversations with the U.S. Department of Education (Department) staff in the Implementation and Support Unit (ISU) to support the amendment request. On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantee Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied during the Race to the Top- District scope of work review process. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District *Principles*, which are also included in that document.

I approve the following amendment:

- In the (A)(4) Student Outcome Goals and (E)(3) Performance Measures, M-DCPS added grades, subgroups, and annual targets that were either missing from the application or not aligned with the definitions the Department provided in the Race to the Top - District application. See appendices for updated goals and performance measures.

It is our understanding that this amendment will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendment.

If you need any assistance or have any questions regarding Race to the Top - District,

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access

please do not hesitate to contact Miami-Dade Public Schools' Race to the Top – District Program Officer, Ariel Jacobs, at 202-453-7025 or Ariel.Jacobs@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Lisette Alves, Race to the Top – District Project Director

Appendix A: (A)(4) Student Outcome Goals

(* indicates n-size is below 11)

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Performance on summative assessments (FCAT 2.0 Reading, Grade 3)	OVERALL	53%	58	62	67	72	77
	BLACK	36%	42	49	55	62	68
	HISPANIC	56%	60	65	69	74	78
	WHITE	76%	78	81	83	86	88
	ASIAN	77%	79	82	84	86	89
	AMERICAN INDIAN or ALASKA NATIVE	79%	81	83	85	87	90
	ECONOMICALLY DISADVANTAGED	46%	51	57	62	68	73
	ENGLISH LANGUAGE LEARNERS	22%	30	38	45	53	61
	STUDENTS WITH DISABILITIES	20%	28	36	44	52	60
Performance on summative assessments (FCAT 2.0 Reading, Grade 4)	OVERALL	60%	64	68	72	76	80
	BLACK	44%	50	55	61	66	72
	HISPANIC	62%	66	70	73	77	81
	WHITE	79%	81	83	85	87	90
	ASIAN	79%	81	83	85	87	90
	AMERICAN INDIAN or ALASKA NATIVE	64%	68	71	75	78	82
	ECONOMICALLY DISADVANTAGED	53%	58	62	67	72	77
	ENGLISH LANGUAGE LEARNERS	27%	34	42	49	56	64
	STUDENTS WITH DISABILITIES	25%	33	40	48	55	63
Performance on summative assessments (FCAT 2.0 Reading, Grade 5)	OVERALL	60%	64	68	72	76	80
	BLACK	43%	49	54	60	66	72
	HISPANIC	63%	67	70	74	78	82
	WHITE	80%	82	84	86	88	90
	ASIAN	82%	84	86	87	89	91
	AMERICAN INDIAN or ALASKA NATIVE	73%	76	78	81	84	87
	ECONOMICALLY DISADVANTAGED	54%	59	63	68	72	77
	ENGLISH LANGUAGE LEARNERS	23%	31	38	46	54	62
	STUDENTS WITH DISABILITIES	26%	33	41	48	56	63
Performance on summative assessments (FCAT 2.0 Reading, Grade 6)	OVERALL	53%	58	62	67	72	77
	BLACK	36%	42	49	55	62	68
	HISPANIC	56%	60	65	69	74	78
	WHITE	74%	77	79	82	84	87

	ASIAN	76%	78	81	83	86	88
	AMERICAN INDIAN or ALASKA NATIVE	68%	71	74	78	81	84
	ED	47%	52	58	63	68	74
	ELL	14%	23	31	40	48	57
	SWD	21%	29	37	45	53	61
Performance on summative assessments (FCAT 2.0 Reading, Grade 7)	OVERALL	54%	59	63	68	72	77
	BLACK	38%	44	50	57	63	69
	HISPANIC	56%	60	65	69	74	78
	WHITE	77%	79	82	84	86	89
	ASIAN	79%	81	83	85	87	90
	AMERICAN INDIAN or ALASKA NATIVE	67%	70	74	77	80	84
	ECONOMICALLY DISADVANTAGED	47%	52	58	63	68	74
	ENGLISH LANGUAGE LEARNERS	13%	22	30	39	48	57
	STUDENTS WITH DISABILITIES	24%	32	39	47	54	62
Performance on summative assessments (FCAT 2.0 Reading, Grade 8)	OVERALL	54%	59	63	68	72	77
	BLACK	38%	44	50	57	63	69
	HISPANIC	56%	60	65	69	74	78
	WHITE	74%	77	79	82	84	87
	ASIAN	75%	78	80	83	85	88
	AMERICAN INDIAN or ALASKA NATIVE	63%	67	70	74	78	82
	ECONOMICALLY DISADVANTAGED	47%	52	58	63	68	74
	ENGLISH LANGUAGE LEARNERS	12%	21	30	38	47	56
	STUDENTS WITH DISABILITIES	23%	31	38	46	54	62
Performance on summative assessments (FCAT 2.0 Reading, Grade 9)	OVERALL	48%	53	58	64	69	74
	BLACK	30%	37	44	51	58	65
	HISPANIC	50%	55	60	65	70	75
	WHITE	73%	76	78	81	84	87
	ASIAN	75%	78	80	83	85	88
	AMERICAN INDIAN or ALASKA NATIVE	31%	38	45	52	59	66
	ECONOMICALLY DISADVANTAGED	41%	47	53	59	65	71
	ENGLISH LANGUAGE LEARNERS	9%	18	27	36	45	55
	STUDENTS WITH DISABILITIES	20%	28	36	44	52	60
Performance on summative assessments (FCAT 2.0 Reading, Grade 10)	OVERALL	46%	51	57	62	68	73
	BLACK	30%	37	44	51	58	65
	HISPANIC	47%	52	58	63	68	74
	WHITE	69%	72	75	78	81	85

	ASIAN	75%	78	80	83	85	88
	AMERICAN INDIAN or ALASKA NATIVE	79%	81	83	85	87	90
	ECONOMICALLY DISADVANTAGED	39%	45	51	57	63	70
	ENGLISH LANGUAGE LEARNERS	10%	19	28	37	46	55
	STUDENTS WITH DISABILITIES	21%	29	37	45	53	61
Performance on summative assessments (FCAT 2.0 Math, Grade 3)	OVERALL	60%	64	68	72	76	80
	BLACK	44%	50	55	61	66	72
	HISPANIC	62%	66	70	73	77	81
	WHITE	78%	80	82	85	87	89
	ASIAN	82%	84	86	87	89	91
	AMERICAN INDIAN or ALASKA NATIVE	68%	71	74	78	81	84
	ECONOMICALLY DISADVANTAGED	53%	58	62	67	72	77
	ENGLISH LANGUAGE LEARNERS	35%	42	48	55	61	68
	STUDENTS WITH DISABILITIES	29%	36	43	50	57	65
Performance on summative assessments (FCAT 2.0 Math, Grade 4)	OVERALL	62%	66	70	73	77	81
	BLACK	47%	52	58	63	68	74
	HISPANIC	65%	69	72	76	79	83
	WHITE	79%	81	83	85	87	90
	ASIAN	85%	87	88	90	91	93
	AMERICAN INDIAN or ALASKA NATIVE	60%	64	68	72	76	80
	ECONOMICALLY DISADVANTAGED	57%	61	66	70	74	79
	ENGLISH LANGUAGE LEARNERS	40%	46	52	58	64	70
	STUDENTS WITH DISABILITIES	34%	41	47	54	60	67
Performance on summative assessments (FCAT 2.0 Math, Grade 5)	OVERALL	58%	62	66	71	75	79
	BLACK	42%	48	54	59	65	71
	HISPANIC	60%	64	68	72	76	80
	WHITE	78%	80	82	85	87	89
	ASIAN	84%	86	87	89	90	92
	AMERICAN INDIAN or ALASKA NATIVE	73%	76	78	81	84	87
	ECONOMICALLY DISADVANTAGED	52%	57	62	66	71	76
	ENGLISH LANGUAGE LEARNERS	29%	36	43	50	57	65
	STUDENTS WITH DISABILITIES	28%	35	42	50	57	64
Performance on summative assessments (FCAT 2.0 Math, Algebra I EOC, or Geometry EOC, Grade 6)	OVERALL	50%	51	60	65	70	75
	BLACK	34%	34	47	54	60	67
	HISPANIC	52%	53	62	66	71	76

	WHITE	71%	72	77	80	83	86
	ASIAN	78%	81	82	85	87	89
	AMERICAN INDIAN or ALASKA NATIVE	59%	50	67	71	75	80
	ECONOMICALLY DISADVANTAGED	43%	45	54	60	66	72
	ENGLISH LANGUAGE LEARNERS	20%	20	36	44	52	60
	STUDENTS WITH DISABILITIES	19%	20	35	43	51	60
Performance on summative assessments (FCAT 2.0 Math, Algebra I EOC, or Geometry EOC, Grade 7)	OVERALL	52%	54	62	66	71	76
	BLACK	35%	38	48	55	61	68
	HISPANIC	55%	57	64	69	73	78
	WHITE	74%	75	79	82	84	87
	ASIAN	85%	83	88	90	91	93
	AMERICAN INDIAN or ALASKA NATIVE	52%	57	62	66	71	76
	ECONOMICALLY DISADVANTAGED	46%	48	57	62	68	73
	ENGLISH LANGUAGE LEARNERS	23%	23	38	46	54	62
	STUDENTS WITH DISABILITIES	22%	23	38	45	53	61
Performance on summative assessments (FCAT 2.0 Math, Algebra I EOC, or Geometry EOC, Grade 8)	OVERALL	56%	51	65	69	74	78
	BLACK	42%	38	54	59	65	71
	HISPANIC	58%	53	66	71	75	79
	WHITE	74%	71	79	82	84	87
	ASIAN	86%	82	89	90	92	93
	AMERICAN INDIAN or ALASKA NATIVE	71%	50	77	80	83	86
	ECONOMICALLY DISADVANTAGED	50%	46	60	65	70	75
	ENGLISH LANGUAGE LEARNERS	29%	25	43	50	57	65
	STUDENTS WITH DISABILITIES	24%	24	39	47	54	62
Performance on summative assessments (Algebra I EOC, Grade 9)	OVERALL	44%	50	55	61	66	72
	BLACK	33%	40	46	53	60	67
	HISPANIC	47%	52	58	63	68	74
	WHITE	58%	62	66	71	75	79
	ASIAN	65%	69	72	76	79	83
	AMERICAN INDIAN or ALASKA NATIVE	38%	44	50	57	63	69
	ECONOMICALLY DISADVANTAGED	42%	48	54	59	65	71
	ENGLISH LANGUAGE LEARNERS	34%	41	47	54	60	67
	STUDENTS WITH DISABILITIES	23%	31	38	46	54	62
Performance on summative assessments (Algebra I EOC, Grade 10)	OVERALL	21%	29	37	45	53	61
	BLACK	11%	20	29	38	47	56

	HISPANIC	23%	31	38	46	54	62
	WHITE	43%	49	54	60	66	72
	ASIAN	*	*	*	*	*	*
	AMERICAN INDIAN or ALASKA NATIVE	*	*	*	*	*	*
	ECONOMICALLY DISADVANTAGED	21%	29	37	45	53	61
	ENGLISH LANGUAGE LEARNERS	75%	16	26	35	44	54
	STUDENTS WITH DISABILITIES	9%	18	27	36	45	55
Performance on summative assessments (Algebra I EOC, Grade 11)	OVERALL	27%	34	42	49	56	64
	BLACK	16%	24	33	41	50	58
	HISPANIC	35%	42	48	55	61	68
	WHITE	*	*	*	*	*	*
	ASIAN	*	*	*	*	*	*
	AMERICAN INDIAN or ALASKA NATIVE	*	*	*	*	*	*
	ECONOMICALLY DISADVANTAGED	27%	34	42	49	56	64
	ENGLISH LANGUAGE LEARNERS	15%	24	32	41	49	58
	STUDENTS WITH DISABILITIES	10%	19	28	37	46	55
Performance on summative assessments (Algebra I EOC, Grade 12)	OVERALL	24%	32	39	47	54	62
	BLACK	13%	22	30	39	48	57
	HISPANIC	43%	49	54	60	66	72
	WHITE	*	*	*	*	*	*
	ASIAN	*	*	*	*	*	*
	AMERICAN INDIAN or ALASKA NATIVE	*	*	*	*	*	*
	ECONOMICALLY DISADVANTAGED	31%	38	45	52	59	66
	ENGLISH LANGUAGE LEARNERS	16%	24	33	41	50	58
	STUDENTS WITH DISABILITIES	0%	10	20	30	40	50

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Reducing the achievement gap, compared to white (FCAT 2.0 Reading, Grades 3-5)	ALL STUDENTS AND WHITE	21%	19	17	15	13	11
	BLACK AND WHITE	38%	34	30	27	23	19
	HISPANIC AND WHITE	19%	17	15	13	11	10
	ASIAN AND WHITE	0%	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	8%	7	6	6	5	4
	ENGLISH LANGUAGE LEARNERS AND WHITE	55%	50	44	39	33	28
	STUDENTS WITH DISABILITIES AND WHITE	55%	50	44	39	33	28
	ECONOMICALLY DISADVANTAGED AND WHITE	28%	25	22	20	17	14
Reducing the achievement gap,	ALL STUDENTS AND WHITE	21%	19	17	15	13	11

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
compared to white (FCAT 2.0 Reading, Grades 6-8)							
	BLACK AND WHITE	38%	34	30	27	23	19
	HISPANIC AND WHITE	19%	17	15	13	11	10
	ASIAN AND WHITE	-2%	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	10%	9	8	7	6	5
	ENGLISH LANGUAGE LEARNERS AND WHITE	62%	56	50	43	37	31
	STUDENTS WITH DISABILITIES AND WHITE	52%	47	42	36	31	26
	ECONOMICALLY DISADVANTAGED AND WHITE	28%	25	22	20	17	14
Reducing the achievement gap, compared to white (FCAT 2.0 Reading, Grades 9-12)	ALL STUDENTS AND WHITE	24%	22	19	17	14	12
	BLACK AND WHITE	41%	37	33	29	25	21
	HISPANIC AND WHITE	22%	20	18	15	13	11
	ASIAN AND WHITE	-4%	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	17%	15	14	12	10	9
	ENGLISH LANGUAGE LEARNERS AND WHITE	61%	55	49	43	37	31
	STUDENTS WITH DISABILITIES AND WHITE	51%	46	41	36	31	26
	ECONOMICALLY DISADVANTAGED AND WHITE	24%	22	19	17	14	12
Reducing the achievement gap, compared to white (FCAT 2.0 Math, Grades 3-5)	ALL STUDENTS AND WHITE	18%	16	14	13	11	9
	BLACK AND WHITE	34%	31	27	24	20	17
	HISPANIC AND WHITE	15%	14	12	11	9	8
	ASIAN AND WHITE	-6%	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	13%	12	10	9	8	7
	ENGLISH LANGUAGE LEARNERS AND WHITE	43%	39	34	30	26	22
	STUDENTS WITH DISABILITIES AND WHITE	48%	43	38	34	29	24
	ECONOMICALLY DISADVANTAGED AND WHITE	24%	22	19	17	14	12
Reducing the achievement gap, compared to white (FCAT 2.0 Math, Algebra I EOC, or Geometry EOC, Grades 6-8)	ALL STUDENTS AND WHITE	20%	18	16	14	12	10
	BLACK AND WHITE	36%	32	29	25	22	18
	HISPANIC AND WHITE	18%	16	14	13	11	9
	ASIAN AND WHITE	0	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	10%	9	8	7	6	5
	ENGLISH LANGUAGE LEARNERS AND WHITE	26%	23	21	18	16	13
	STUDENTS WITH DISABILITIES AND WHITE	49%	44	39	34	29	25
	ECONOMICALLY DISADVANTAGED AND WHITE	51%	46	41	36	31	26
Reducing the achievement gap, compared to white (Algebra I EOC, Grades 9-12)	ALL STUDENTS AND WHITE	15%	14	12	11	9	8
	BLACK AND WHITE	26%	23	21	18	16	13

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	HISPANIC AND WHITE	12%	11	10	8	7	6
	ASIAN AND WHITE	-7%	0	0	0	0	0
	AMERICAN INDIAN AND WHITE	17%	15	14	12	10	9
	ENGLISH LANGUAGE LEARNERS AND WHITE	25%	23	20	18	15	13
	STUDENTS WITH DISABILITIES AND WHITE	36%	32	29	25	22	18
	ECONOMICALLY DISADVANTAGED AND WHITE	17%	15	14	12	10	9

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
High School Graduation Rate	OVERALL	71%	76%	78	80	82	84	86
	WHITE	82%	85%	87	89	91	93	95
	BLACK	62%	68%	70	72	74	76	78
	HISPANIC	73%	77%	79	81	83	85	87
	AMERICAN INDIAN	78%	75%	77	79	81	83	85
	ASIAN	85%	88%	90	92	94	96	98
	ECONOMICALLY DISADVANTAGED	53%	55%	57	59	61	63	65
	ENGLISH LANGUAGE LEARNERS	54%	52%	54	56	58	60	62
	STUDENTS WITH DISABILITIES	67%	72%	74	76	78	80	82

Appendix B: (E3) Performance Measure Targets

(* indicates n-size is below 11)

Goal Area	Applicable Population	Subgroup	Baseline SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY2016-2017
Performance Measure (All Applicants – c)							
Percent of students over-age in grade at transition to grade 9. Rationale: Course recovery/acceleration is a key measure for success of personalized learning environments. Because of seat-time requirements for promotion/course completion in high school, the critical window for accelerating over-aged students is middle school. Baseline with be SY 2012-2013. Methodology: Measured in fall of grade 9 each year by comparison of student cohort percent over-age for grade.	Grade 8						
		OVERALL	6%	5%	Baseline - 3%	Baseline - 4%	Baseline - 5%
		BLACK	2%	2%	Baseline - 3%	Baseline - 4%	Baseline - 5%
		HISPANIC	3%	3%	Baseline - 3%	Baseline - 4%	Baseline - 5%
		WHITE	0%	0%	0%	0%	0%
		NATIVE INDIAN	*	*	*	*	*
		ASIAN	*	*	*	*	*
		ECONOMICALLY DISADVANTAGED	4%	4%	Baseline - 3%	Baseline - 4%	Baseline - 5%
		ENGLISH LANGUAGE LEARNERS	0%	1%	Baseline - 3%	Baseline - 4%	Baseline - 5%
		STUDENTS WITH DISABILITIES	2%	2%	Baseline - 3%	Baseline - 4%	Baseline - 5%

Performance Measures (Grades 4-8 – c and d)							
Goal Area	Applicable Population	Subgroup		Baseline SY 2013-2014	SY 2014-2015	SY 2015-2016	SY2016-2017
c) Social/Emotional Measure: As a result of participating in the transition	Grade 6 Participating						

curriculum program "Moving On" delivered by the school counselor, incoming grade 6 students will demonstrate increases in their 1) knowledge of and 2) comfort with the procedures and requirements of middle school as measured by pre- and post-surveys. Rationale: A key factor in student success in middle school is understanding how middle school works and how to work effectively in the middle school.	Students						
		OVERALL	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		BLACK	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		HISPANIC	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		WHITE	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		OTHER	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		ECONOMICALLY DISADVANTAGED	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		ENGLISH LANGUAGE LEARNERS	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%
		STUDENTS WITH DISABILITIES	--	Baseline	Baseline + 10%	Baseline + 15%	Baseline + 20%